

ROBERT SMALLS MIDDLE

43 W. K. Alston Rd.
Beaufort, South Carolina 29906

GRADES 6-8 Middle School

ENROLLMENT 724 Students

PRINCIPAL Denise R. Smith 843-322-2535

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	12	23	11	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

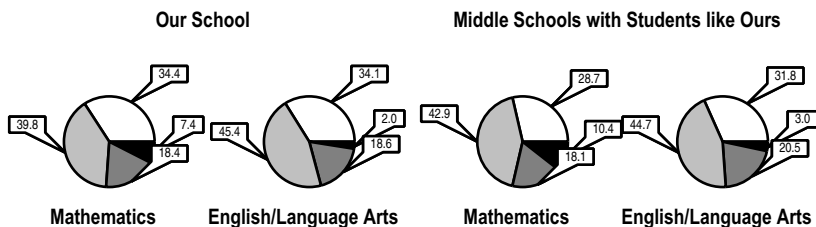
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

85.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	696	100.0	32.5	46.4	19.0	2.1	31.1	Yes	Yes
Gender									
Male	338	100.0	39.5	45.1	14.1	1.3	24.2		
Female	358	100.0	25.8	47.7	23.7	2.8	37.5		
Racial/Ethnic Group									
White	309	100.0	22.0	50.5	24.7	2.8	37.6	Yes	Yes
African-American	341	100.0	42.9	44.2	11.6	1.3	22.9	Yes	Yes
Asian/Pacific Islander	10	100.0	33.3	33.3	33.3	0.0	0.0	I/S	I/S
Hispanic	32	100.0	33.3	30.0	33.3	3.3	46.7	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	599	100.0	26.9	48.7	22.0	2.4	35.2		
Disabled	97	100.0	68.2	31.8	0.0	0.0	4.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	696	100.0	32.5	46.4	19.0	2.1	31.1		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	687	100.0	31.7	47.0	19.2	2.1	31.4		
Socio-Economic Status									
Subsidized meals	373	100.0	42.2	44.6	11.9	1.2	21.7	Yes	Yes
Full-pay meals	323	100.0	22.0	48.4	26.6	3.0	41.1		

Mathematics - State Performance Objective = 15.5%									
All Students	696	100.0	32.8	40.4	19.2	7.6	35.3	Yes	Yes
Gender									
Male	338	100.0	35.9	38.9	18.6	6.5	34.0		
Female	358	100.0	29.8	41.8	19.7	8.6	36.6		
Racial/Ethnic Group									
White	309	100.0	21.3	42.9	23.3	12.5	45.3	Yes	Yes
African American	341	100.0	43.9	39.2	15.3	1.7	24.6	Yes	Yes
Asian/Pacific Islander	10	100.0	22.2	55.6	11.1	11.1	0.0	I/S	I/S
Hispanic	32	100.0	33.3	26.7	23.3	16.7	50.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	599	100.0	27.3	43.0	20.9	8.8	39.2		
Disabled	97	100.0	68.2	23.5	8.2	0.0	10.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	696	100.0	32.8	40.4	19.2	7.6	35.3		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	687	100.0	32.1	40.9	19.4	7.7	35.7		
Socio-Economic Status									
Subsidized meals	373	100.0	43.1	39.1	13.5	4.3	24.5	Yes	Yes
Full-pay meals	323	100.0	21.7	41.8	25.3	11.2	47.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	37.8	39.8	20.4	2.0	22.4
	Grade 7	274	99.3	27.4	49.1	22.6	0.9	23.5
	Grade 8	265	99.6	29.8	51.1	18.2	0.9	19.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	222	100.0	46.4	35.9	16.3	1.4	17.7
	Grade 7	255	100.0	31.1	45.5	21.3	2.1	23.4
	Grade 8	227	100.0	23.6	56.5	17.1	2.8	19.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	100.0	38.1	42.6	14.4	5.0	19.3
	Grade 7	274	100.0	31.4	42.8	19.1	6.8	25.8
	Grade 8	265	99.6	38.1	48.7	10.6	2.7	13.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	222	100.0	33.0	39.2	18.7	9.1	27.8
	Grade 7	255	100.0	35.7	43.0	14.0	7.2	21.3
	Grade 8	227	100.0	31.5	39.8	22.7	6.0	28.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 724)				
Students enrolled in high school credit courses (grades 7 & 8)	18.3%	Down from 19.3%	12.6%	14.6%
Retention rate	6.7%	Up from 1.4%	3.5%	3.0%
Attendance rate	95.5%	Up from 95.0%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%		7.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		6.5%	5.3%
Eligible for gifted and talented	15.7%	Up from 14.3%	16.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.5%	Down from 13.7%	15.1%	13.9%
Older than usual for grade	6.9%	Up from 3.8%	4.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 3.8%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	46.2%	Up from 45.1%	45.2%	48.7%
Continuing contract teachers	75.0%	Down from 78.4%	85.2%	81.7%
Highly qualified teachers**	81.8%	N/A	92.0%	90.4%
Teachers with emergency or provisional certificates	14.3%		6.0%	5.3%
Teachers returning from previous year	81.8%	Down from 84.0%	85.5%	85.1%
Teacher attendance rate	94.6%	Down from 95.0%	95.0%	94.8%
Average teacher salary	\$41,035	Down 0.7%	\$39,951	\$40,566
Prof. development days/teacher	13.4 days	Up from 12.1 days	11.3 days	11.0 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	3.3
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.3 to 1	20.6 to 1	21.3 to 1
Prime instructional time	87.7%	Up from 87.6%	89.0%	89.3%
Dollars spent per pupil*	\$6,108	Down 5.1%	\$5,713	\$5,821
Percent of expenditures for teacher salaries*	60.8%	Up from 50.0%	60.4%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.2%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year began with an emphasis on raising student achievement in both math and English language arts areas as well increasing the number of volunteers in the school. We entered into a partnership with the Marine Corps Recruit Depot at Parris Island that increased the number of volunteers working in classrooms with students in math and reading. The collaborative efforts of our teaching staff and volunteers have resulted in our students being recognized in the following ways: county, district, and state essay contest winners, 15 South Carolina Junior Scholars, excellent ratings by the Symphonic Band, a second place state chess championship, and a junior state wrestling championship. We continue to be the only middle school in Beaufort County that was awarded for the fourth consecutive time this year the State Exemplary Writing School Award.

Throughout the year teachers have worked to integrate problem solving, reasoning, and critical thinking into all curricular areas. All students were involved in problem-based learning units that had a real-world focus while being based on South Carolina Curriculum Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning, making their educational program more meaningful and relevant.

Student achievement gains as measured by the 2003 PACT did show some gains that were expected. Our students' scores in both English language arts and math improved two percentage points from the 2002 testing. Although gains were recorded, the staff continued to review the causes for any areas that did not show an increase and developed a plan for improvement in that area. All English and math teachers participated in a two-day workshop during the first nine weeks of school on developing data teams. School-wide writing exercises in all four academic areas were implemented. End-of-course assessments were administered to provide feedback on our students' progress in reaching goals set for reading and math. Parents were kept informed of their child's progress in these areas. We believe that the commitment by all teachers to deliver a meaningful educational program for students that ensures mastery of grade level concepts will result in improvement in our scores on the 2004 PACT. This intense focus will also provide the foundation for success needed as students move to the next level of their educational program. I look forward to working with staff, parents, and the community during the 2004-2005 school year to establish Robert Smalls as a premiere middle school in South Carolina.

Denise R. Smith
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	162	81
Percent satisfied with learning environment	77.8%	57.2%	68.8%
Percent satisfied with social and physical environment	77.8%	62.8%	64.1%
Percent satisfied with home-school relations	56.5%	76.0%	48.7%

*Only students at the highest middle school grade level at this school and their parents were included.